NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: **GARFIELD**	School: **Abraham Lincoln School #6**
Chief School Administrator: **NICHOLAS PERRAPATO**	Address: **111 Palisade Ave Garfield, NJ 07026**
Chief School Administrator's E-mail: **nperrapato@gboe.org**	Grade Levels: **K - 5**
Title I Contact: **Mrs. Geri Ledford**	Principal: **Mr. Christopher Annibal**
Title I Contact E-mail: **gledford@gboe.org**	Principal's E-mail: **cannibal@gboe.org**
Title I Contact Phone Number: **973-340-5000 Ext.2030**	Principal's Phone Number: **973-340-5036**

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had 10 (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 3,619,138 , which comprised 97.5 % of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 3,926,589 , which will comprise 96.9 % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Professor in Residence	#1 & #2	Yes	School wide	$8,000
School Data Team	#1, #2 & #3	Yes	School wide	$4,200
Wilson Reading System	#1 & #2	Yes	School wide	$2,500
Daily 5 Support	#1, #2	Yes	School wide	$700
Leveled Library	#1 & #3	Yes	School wide	$16,000
Technology (K-5)	#1, #2 & #3	Yes	School wide	$17,000
Extended Day Programs-ELA/Math/Technology	#1 & #2	Yes	School wide	$6,180
Educational Software for ELA /Math (K-5)	#1 & #2	Yes	School wide	$6,577
PD Training for PARCC Math	#3	Yes	School wide	$2,000
TOTAL				**$63,157**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Christopher Annibal	Principal	X	X	X	
Mrs. Gail Pivirotto	Facilitator/ Supervisor	X	X	X	
Mrs. Madelyn Flores	Bilingual Teacher K-5	X	X	X	
Mrs. Jessica Stanzione	Resource Room Teacher	X	X	X	
Mrs. Dana Kutsup	Third Grade Teacher	X	X	X	

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
Sept. 2014 - Jan 2015	Design Team - School #6	Needs Assessment Plan Development Program Evaluation	*Limited		*Limited	
Sept. 2014- Jan 2015	PLC/Grade Level School #6	Needs Assessment Plan Development Program Evaluation	*Limited		*Limited	
Data Team	School #6	Data Analysis	*Limited		*Limited	

*Flood damage in the school and most files were damaged

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our purpose here?
- What are our expectations for students?

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The Garfield School District shall strive to offer the highest quality of education, designed to provide a level of excellence that will enable all students to realize their intellectual and personal goals. This process shall entail the search for truth and a respect for scholarship and learning. The district shall offer an environment that values cultural diversity and respects individual differences with no tolerance for bigotry. The district is committed to the development of a partnership in education; integrating the interests of students, parents, staff and community leaders. This educational process shall develop responsible young people who are capable of effective and meaningful career decisions. • To develop an environment which addresses each student's unique nature and learning ability. • To develop a learning environment which is accepting of and has appreciation for the cultural diversity of students, staff, and community. • To provide the most effective way of delivering quality education to enable each student to achieve their fullest potential. • To encourage creative expression and the recognition of communicative, practical, and aesthetic arts. • To provide opportunities for the development of each student's character, sense of self-worth, respect for authority, and knowledge of their mental, physical, and emotional health. • To develop an opportunity for the application of ever-changing technology. • To encourage staff members to utilize opportunities for keeping abreast of new trends in education. To develop an environment which addresses each student's unique nature and learning ability.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 School-wide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?

   Most core instructional strategies and initiatives of the 2014-15 Title I School-wide plan were implemented as planned.

2. What were the strengths of the implementation process?

   The strength of the implementation process was prior planning with realistic goals. Also, strong teacher communication and collaboration have been very influential in achieving positive outcomes.

3. What implementation challenges and barriers did the school encounter??

   The barriers continue to be finding time or coverage for teachers to participate in professional development.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   A strength of the program would be communication at grade level and Design Team meetings. A weakness could be the lack of funds and time available to provide ongoing training in the instruction of the Common Core Standards and PARCC Assessment.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Teachers were involved in analyzing data at grade level meetings and a Data Team was created and shared information at faculty meetings.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   The staff realizes that they need to make some changes in their instruction in order to meet the rigor of the CCSS. Also, they know the success of our initiatives may not be fully apparent for a few years. It will take time to bridge the gap between the old standards and the new common core standards. However, we would like to implement a more concrete way to analyze staff perceptions via surveys.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   The community is informed of NJASK test scores and know that rigor will be increased due to the new Common Core Standards.

   We've added district-wide meetings to introduce parents to the new PARCC test, NJASK scores were shared, PARCC information was

   posted on the website and informational fliers were sent home.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

   Each program has been communicated to stakeholders via Grade level, Design Team, ScIP meetings, district website, and district-wide meetings.

9. How did the school structure the interventions?

   Interventions were structured according to the needs of the school. The needs were based on data.

10. How frequently did students receive instructional interventions?

    The frequency of interventions depended on the individual student. As a whole, students were provided with reading blocks, guided reading, differentiated instruction, Writer's Workshop, after-school tutoring, and project-based learning on a daily basis. Selected students attended PARCC tutoring twice a week for 1 month. Some students received Basic Skills, Resource Room , ESL and Wilson Reading / Fundations for the whole year. IRLA tests determine each child's reading level in order to guide them into their appropriate independent reading level.

11. What technologies did the school use to support the program?

Computers, IPADS, SMARTBoards and web-based programs (Study Island, Gizmos, Discovery Education, PARCC website, and Performance Matters.

12. Did the technology contribute to the success of the program, and if so, how?

The technology contributed to the program's success. Students are more motivated when using technology and teachers have access to a wealth of information and ideas at their fingertips.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten -EOY Reading Street	14	1	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	98% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing for greater growth.
Grade 1 -EOY Reading Street	12	22	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	62% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing growth. Incorporating the IRLA assessments will help improve proficiency levels by individualizing reading levels for independent reading, and allowing them to grow at their own rate.
Grade 2 -EOY Reading Street	16	1	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	98% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing for greater growth.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Kindergarten -Trimester 3 Test	11	6	90 minute math block, Study Island, Model Curriculum Assessments	89% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing for greater growth.
Grade 1 -Trimester 3 Test	2	8	90 minute math block, Study Island, Model Curriculum Assessments	86% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing for greater growth.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 2 -Trimester 3 Test	5	3	90 minute math block, Study Island, Model Curriculum Assessments	94% students were proficient. The interventions assisted with the students being proficient because each program targeted individual student needs at a young age, and allowing for greater growth.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 3 -EOY Reading Street	53.3%	N/A	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	N/A
Grade 4 -EOY Reading Street	47.6%	N/A	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	N/A
Grade 5 -EOY Reading Street	48.2%	N/A	Writer's Workshop, Guided Reading, Wilson Reading, Fundations Reading	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 3 -EOY Reading Street	35.2%	N/A	90 minute math block, Study Island, Model Curriculum Assessments	N/A
Grade 4 -EOY Reading Street	35.9%	N/A	90 minute math block, Study Island, Model Curriculum Assessments	N/A
Grade 5 -EOY Reading Street	18.5%	N/A	90 minute math block, Study Island, Model Curriculum Assessments	N/A

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Differentiated Instruction, Guided Reading, small-group instruction, trimester performance tasks, 90 minute ELA blocks, Marshall walkthroughs, Family Literacy, Writer's Workshop, PARCC tutoring, curriculum alignment, Wilson Reading, Study Island, leveled libraries, District Comprehension Tests, IRLA tests	Yes	Teacher planbooks, teacher observations, report cards, standardized test scores, end-of-year test scores	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests.. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations
Math	Students with Disabilities	Differentiated Instruction, small-group instruction, trimester tests, 90 minute Math blocks, Marshall walkthroughs, PARCC tutoring, curriculum alignment, Study Island	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores, Study Island	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Math trimester tests. Pre and post Study Island tests indicate that students are making progress
ELA	Homeless	Differentiated Instruction, Guided Reading, small-group instruction, trimester performance tasks, 90 minute ELA blocks, Marshall walkthroughs, Family Literacy, Writer's Workshop, PARCC tutoring, curriculum alignment, Wilson Reading, Study Island, leveled libraries, District Comprehension Tests, IRLA tests	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests.. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations
Math	Homeless	Differentiated Instruction, small-group instruction, trimester tests, 90 minute Math blocks, Marshall walkthroughs, PARCC tutoring, curriculum alignment, Study Island	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores, Study Island	

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress					
	ELLs	Differentiated Instruction, Guided Reading, small-group instruction, trimester performance tasks, 90 minute ELA blocks, Marshall walkthroughs, Family Literacy, Writer's Workshop, PARCC tutoring, curriculum alignment, Wilson Reading, Study Island, leveled libraries, District Comprehension Tests, IRLA tests	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests.. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations
Math	ELLs	Differentiated Instruction, small-group instruction, trimester tests, 90 minute Math blocks, Marshall walkthroughs, PARCC tutoring,	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores, Study Island	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		curriculum alignment, Study Island			Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress
ELA	Economically Disadvantaged	Differentiated Instruction, Guided Reading, small-group instruction, trimester performance tasks, 90 minute ELA blocks, Marshall walkthroughs, Family Literacy, Writer's Workshop, PARCC tutoring, curriculum alignment, Wilson Reading, Study Island, leveled libraries, District Comprehension Tests, IRLA tests	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests.. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations
Math	Economically Disadvantaged	Differentiated Instruction, small-group instruction, trimester tests, 90 minute Math blocks, Marshall walkthroughs,	Yes	Teacher plan books, teacher observations, report cards, standardized test scores, end-of-year test scores, Study Island	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs.

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PARCC tutoring, curriculum alignment, Study Island			Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress
ELA		Differentiated Instruction, Guided Reading, small-group instruction, trimester performance tasks, 90 minute ELA blocks, Marshall walkthroughs, Family Literacy, Writer's Workshop, PARCC tutoring, curriculum alignment, Wilson Reading, Study Island, leveled libraries, District Comprehension Tests, IRLA tests	Yes	Teacher planbooks, teacher observations, report cards, standardized test scores, end-of-year test scores	The successfulness of Guided Reading Wilson Reading, small group instruction, 90 minute ELA block and Writer's Workshop are measured by analyzing Scott Foresman Reading Baseline, Benchmark and End of Year tests.. Also, the rubric scores of trimester performance tasks and Writer's Workshop folders are used to measure progress. Evidence and quality of Differentiated Instruction, Guided Reading and small group instruction are documented in teacher plan books and teacher evaluations
Math		Differentiated Instruction, small-group instruction, trimester tests, 90 minute Math blocks,	Yes	Teacher planbooks, teacher observations, report cards, standardized test scores, end-of-year test scores, Study Island	Pre and post Study Island tests and report card grades indicate that students are making progress. Students are expected to perform more successfully on the PARCC as a result of their

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Marshall walkthroughs, PARCC tutoring, curriculum alignment, Study Island			attendance at the after school programs. Students are expected to perform more successfully on the PARCC as a result of their attendance at the after school programs. All students showed improvement on their post Math trimester tests. Pre and post Study Island tests indicate that students are making progress

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After-school tutoring, Family Literacy, Extended Year Program, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
Math	Students with Disabilities	After-school tutoring, Extended School Year Program, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					PARCC test.
ELA	Homeless	After-school tutoring, Family Literacy, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
Math	Homeless	After-school tutoring, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
ELA	ELLs	After-school tutoring, Family Literacy, PARCC preparation classes, Title III After-School Program	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
Math	ELLs	After-school tutoring, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
ELA	Economically Disadvantaged	After-school tutoring, Family Literacy, PARCC preparation classes	Yes	Attendance sheets, student work, Interim reports, parent surveys	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.
Math	Economically	After-school tutoring, PARCC preparation	Yes	Attendance sheets, student work, Interim reports,	Full Capacity Attendance, positive parental response, positive outcome, positive feedback from

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	classes		parent surveys	parents, high attendance by children and parents, Students were more comfortable taking the PARCC test.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Curriculum Alignment, Scott Foresman Reading series, Writer's Workshop, Wilson Reading, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, WIATT Assessment, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student The Wilson program for research basted reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Writer's Workshop, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
Math	Students with Disabilities	Curriculum Alignment, Common Core Clinics Support Coach, Model Curriculum, Grade Level Meetings, Design Team Meetings,	Yes	Teacher Attendance, Curriculum Alignment Document, Student Portfolios, Teacher planbooks, district test results, technology surveys,	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Technology workshops		trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Portfolios are kept for each student Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
ELA	Homeless	Curriculum Alignment, Scott Foresman Reading series, Writer's Workshop, Wilson Reading, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, WIATT Assessment, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student The Wilson program for research basted reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Writer's

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Workshop, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
Math	Homeless	Curriculum Alignment, Common Core Clinics series, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
ELA	ELLs	Curriculum Alignment, Scott Foresman Reading series, Writer's Workshop, Wilson Reading, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, WIATT Assessment, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student The Wilson program for research basted

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				attendance sheets and minutes	reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students

Analyze state and district testing results to measure progress and drive instruction

Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Writer's Workshop, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary. |
| Math | ELLs | Curriculum Alignment, Common Core Clinics series, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops | Yes | Teacher Attendance, Curriculum Alignment Document, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes | Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines.

Measured by Marshall evaluation walkthroughs

Teacher planbooks

Portfolios are kept for each student

Analyze state and district testing results to measure progress and drive instruction

Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary. |

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Curriculum Alignment, Scott Foresman Reading series, Writer's Workshop, Wilson Reading, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, WIATT Assessment, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student The Wilson program for research basted reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Writer's Workshop, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
Math	Economically Disadvantaged	Curriculum Alignment, Common Core Clinics series, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student Analyze state and district testing results to

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				minutes	measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.
ELA		Curriculum Alignment, Scott Foresman Reading series, Writer's Workshop, Wilson Reading, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, WIATT Assessment, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised ELA curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student The Wilson program for research basted reading instruction provided teachers and specialists with techniques to improve instruction for "at-risk" students Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Writer's Workshop, Differentiated Instruction, technology integration are turn-keyed at

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					grade level meetings when necessary.
Math		Curriculum Alignment, Common Core Clinics series, Model Curriculum, Grade Level Meetings, Design Team Meetings, Technology workshops	Yes	Teacher Attendance, Curriculum Alignment Document, Student Portfolios, Teacher planbooks, district test results, technology surveys, trimester tests, Grade-Level and Design Team meetings attendance sheets and minutes	Revised Math curriculum alignments were implemented in classrooms according to the state mandated guidelines and timelines. Measured by Marshall evaluation walkthroughs Teacher planbooks Portfolios are kept for each student Analyze state and district testing results to measure progress and drive instruction Weekly grade level meetings provided vertical and horizontal articulation regarding district-wide programs and grade-level curriculum. Information regarding NJASK data, district and state mandates, Differentiated Instruction, technology integration are turn-keyed at grade level meetings when necessary.

**Family and Community Engagement** Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Literacy, GNT Project Fair, Language	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL,

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences			positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
Math	Students with Disabilities	GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
ELA	Homeless	Family Literacy, GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
Math	Homeless	GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Greet, Parent-Teacher Conferences, At-Risk Conferences			Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
ELA	ELLs	Family Literacy, GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
Math	ELLs	GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
ELA	Economically Disadvantaged	Family Literacy, GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conferences			achievements
Math	Economically Disadvantaged	GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
ELA		Family Literacy, GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements
Math		GNT Project Fair, Language Assistance for parents (Adult ESL), Back to School Night, Kindergarten Meet and Greet, Parent-Teacher Conferences, At-Risk Conferences	Yes	Attendance record	Full capacity attendance, positive parental response, enrollment in the Adult ESL, positive outcomes at Back to School Nights and Kindergarten Meet and Greet, high attendance for children and parents at the Kindergarten Meet and Greet, Effective communication between parents and teachers regarding student academic achievements

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2015-2016 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading/Writing (Includes General Education, Students with Disabilities Economically Disadvantaged, and ELL students)	PARCC – Not Available Yet NJASK Grades 3-5 (2014) Scott Foresman Reading Baseline, Benchmark and End of Year Assessments (Grades K-5) ESEA School Performance Writer's Workshop Folders District Comprehension Assessment Fluency Tests	**PARCC** The **Partnership for Assessment of Readiness for College and Careers (PARCC)**is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. **Scott Foresman Baseline, Benchmarks and EOY Assessments– Kindergarten – Grades 5** Students are given the Scott Foresman baseline assessments to determine those students who would benefit from the ERI program in Kindergarten. Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth.
Academic Achievement – Mathematics	NJASK Grades 3-5 (2014) Trimester Tests (Gr. K-2)	**PARCC** The **Partnership for Assessment of Readiness for College and Careers (PARCC)**is a group of states working together to develop a

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
(Includes General Education, Students with Disabilities Economically Disadvantaged, and ELL students)		set of assessments that measure whether students are on track to be successful in college and their careers. These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. Supplemental materials that are aligned with the Common Core are being ordered. Teachers are becoming more comfortable with the new Common Core Standards and will be working with a Math Coach to improve instructional strategies. **Trimester Test (Grades K-5)** Students were given a district-wide pre and post trimester test. Questions were revised this year to reflect the rigor of the new Common Core Standards. Results were analyzed upon the completion of each post test. Strategies for improvement were discussed
Family and Community Engagement	Attendance Records: Home and School Meetings, Family Literacy, Technology and Study Island Night, Kindergarten Meet and Greet, Back to School Night, Parent Conferences, ESL/BSI Parent Advisory & Council Meeting, Gifted and Talented	Parent participation in school activities. Records indicate a positive turn-out for, Family Literacy, Technology and Study Island Night, Kindergarten Orientation, Back to School Night, and Parent Conferences. There is a need to increase participation at Home and School Meetings.
Professional Development	Attendance records for district sponsored workshops PD request forms for out of district	Attendance records of teacher participation and ongoing professional development such as Writer's Workshop, PARCC and Common Core Workshops, and Technology (Real Time and Performance Matters) show teachers are attending professional

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	workshops Realignment of Curriculum Summary Sheet	development. Teachers are becoming more familiar with current technology and using their skills to improve instruction. Curriculum has been aligned to the new Common Core Standards for Math and ELA in order to meet the required state guidelines and timeline. Select teachers in grades K-5 have been involved in writing district curriculum alignment.
English Language Learners	ACCESS (ELL) Level of Reading in English End of Year ELA Assessment	These assessment tools provide teachers with information that will help them evaluate the effectiveness of their ESL/Bilingual programs, monitor ELLs progress towards English language proficiency, and help students understand their current level of English language proficiency along the developmental continuum. It also serves to determine those students prepared to exit English language support programs.
School Climate and Culture	NJ School Performance Report Technology Surveys	The NJ School Performance Report Card show Length of School Day, Instructional Time, Suspension Rate, Language Diversity, Student Absenteeism, Percent of LEP and Student with Disabilities, and NJASK Performance with student growth data, Our school report card indicates that nearly half of our student population is of non-English origin and 17% of our student population have IEPs and 77.7% of our students are economically disadvantaged. Our school has a chronic student absentee rate of 7%, which has improved since last year, but is still above the statewide target. The school uses surveys to determine the technology ability of staff and parents. Parent survey to determine computer skills and computer/ internet availability in the home. Teacher survey to determine the faculty's level of technology ability and their use of technology in the classroom. The teacher surveys have determined the technology professional development that is being offered to teachers during grade levels in-service days or after school.
Leadership	Agendas and sign-In Sheets: PLC/ Design Team Meetings NCLB Meetings Facilitator/ District Leadership Institute Meetings	All curriculums, programs, strategies and other school wide initiatives are discussed and decided upon at leadership meetings. Meetings are held on a regular basis

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School-Based Youth Services	Guidance counseling records Intervention and Referral Service records	Students meet with counselors on as needed basis. The IR&S Committee hold monthly meetings with teachers to suggest interventions for students that are referred.
Students with Disabilities	PARCC (Grades 3-5) Scott Foresman Reading Baseline, Benchmark and End of Year Assessments (Grades K-5) ESEA School Performance Writer's Workshop Folders District Comprehension Assessment Scott Foresman Fluency Test	**PARCC** The **Partnership for Assessment of Readiness for College and Careers (PARCC)**is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. **Scott Foresman Baseline, Benchmarks , EOY Assessments, Fluency Test– Kindergarten – Grades 5** Students are given the Scott Foresman baseline assessments to determine those students who would benefit from the ERI program in Kindergarten. Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth. Fluency tests were administered at the beginning and end of the year to show growth in reading fluency.
Homeless, Migrant, and Economically Disadvantaged	PARCC (Grades 3-5) Scott Foresman Reading Baseline, Benchmark and End of Year Assessments (Grades K-5)	**PARCC** The **Partnership for Assessment of Readiness for College and Careers (PARCC)**is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	ESEA School Performance Writer's Workshop Folders District Comprehension Assessment	whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs. **Scott Foresman Baseline, Benchmarks , EOY Assessments, Fluency Test– Kindergarten – Grades 5** Students are given the Scott Foresman baseline assessments to determine those students who would benefit from the ERI program in Kindergarten. Grade K- 5 students that score below level on these assessments are eligible to receive Basic Skills Instruction. Throughout the year, Benchmark assessments were given and an End of the Year assessment was given in June. All students showed growth.

2015-2016 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

    A group of teachers, facilitator and the principal, met various times and were divided into smaller groups. Each group was given data graphs such as NJASK scores, school report card, walkthrough results and survey results. Groups were asked to list potential problems they saw in the data and try to determine the root causes. Comments were collected, shared and discussed within the groups

2. What process did the school use to collect and compile data for student subgroups?

    The NJASK assessments provide the schools with disaggregated data and the data is shared with all stakeholders. The Math Trimester test and Reading Assessment data can be analyzed according to the following subgroups: General Education, Special Education and ELL. The data is posted on Performance Matters and graphs and charts are created . This information was shared at grade level, Design Team and faculty meetings.

    Data was separated into 4 types; teacher technology surveys, student achievement (PARCC, Trimester tests, SF Assessments and student work, Performance Matters), school culture (NJ School Performance Report) and instructional progress.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

    NJASK/ PARCC assessment scores are generated by state approve vendors, trimester assessments are modeled after the NJDOE's Model Curriculum,, Scott Foresman Reading Assessments are part of a research-based program, NJ School Performance Report is taken off the state website, and Performance Matters measures specific data that helps guide teachers to enhance instruction.

4. What did the data analysis reveal regarding classroom instruction?

    The Marshall rubric data revealed that all teacher's scored "effective" in classroom instructional practices. The NJASK scores indicate that both Reading and Writing are in need of improvement. Furthermore, there is a continual need to support mathematical practices (problem-solving skills) in math.

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
    Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data shows that the areas we targeted in Professional Development , such as Differentiated Instruction and Writer's Workshop, are being partially implemented. Data also shows that reading comprehension needed improvement, therefore, the IRLA tests will be administered to better guide student's individual reading levels.

6. How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified by state and standardized test data, Reading Placement and Benchmark tests, district created Math Assessments, Interim Reports, Report Cards, IRLA tests and Teacher Rating Scale data. As soon as results are received, the data is compiled and analyzed by the Principal, Curriculum Supervisor, classroom teachers and/or BSIP/Bilingual/ESL teachers, and the IR&S committee.

7. How does the school provide effective interventions to educationally at-risk students?

At-risk students are offered additional support in Wilson Reading, Fundations, Basic Skills, ESL, Resource Room and/or after-school tutoring

8. How does the school address the needs of migrant students? **NA**

9. How does the school address the needs of homeless students?

Homeless students are offered donations of backpacks and school supplies, transportation to and from school and all the same services as the general population of students. The district also provides tuition to those enrolled in out of district schools due to homelessness and travel concerns.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All grade level teachers, ESL/Bilingual teachers, Special Education teachers, and all other specialists attend weekly grade level meetings with the School Facilitator. At these meetings teachers coordinate instructional strategies for all subgroups, discuss project based learning lessons, compare student work and create learning opportunities that focus on academic areas of need. Members on the district Math, Language Arts, Social Studies and Science curriculum alignment committee included teachers and facilitators who created the Math trimester tests and Math / Language Arts/ Science performance task assessments. Continuous and measurable assessments are obtained through the Placement tests and Benchmark tests from the Scott Foresman Reading series (Grades K –5), running records, district created math trimester tests, district created Language Arts, Math, Social Studies and Science

performance tasks that are aligned with the curriculum and the Common Core Standards (Grades K – 5), school-wide writing portfolios, and NJASK assessments

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high

school?

The transition team in the district consists of a district team, a preschool team and a kindergarten team. The district team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, Child Study Team Supervisor, ESL/Basic Skills Supervisor, Preschool Administration, Elementary School Principal, and the Child Parent Involvement Specialist (CPIS). The Kindergarten team is comprised of the Early Childhood Supervisor, Curriculum Supervisor, and one teacher from every Elementary School in the district, a master teacher, PIRT member and CPIS. The Preschool team is comprised of the EC Supervisor, Curriculum Supervisor, Provider Director and two teachers representing three and four year-old classrooms and special education teacher, master teacher and CPIS

12. How did the school select the priority problems and root causes for the 2015-2016 school-wide plan?

Data is collected from the Reading Baseline / End of Year Assessments, NJASK3, 4 & 5, and NJ School Performance Report, The school Curriculum Supervisor and Principal analyze the data to identify indicators that increase and decrease. Our Marshall teacher observations provide us with data about teacher instruction and student work that are based on "best practices". Using the Marshall rubric, individual strengths and weaknesses are determined and discussed with the teacher.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Comprehensive Needs Assessment Process
Data Collection Analysis

Multiple measures analyzed by the school in the Comprehensive Needs Assessment Process for 2015-2016.

	#1	#2
Name of priority problem	Language Arts Literacy and Reading, All Students	Language Arts Literacy and Reading, Staff Professional Development
Describe the priority problem using at least two data sources	The District Fluency Assessment and the EOY Benchmark test indicated that 62% of first graders scored below grade level in ELA. The EOY District Comprehension Assessment indicated that 22% of third grade students scored below grade level in ELA. The EOY District Comprehension Assessment indicated that 22% of fifth grade students scored below grade level in ELA. The EOY District Comprehension Assessment indicated that grade three students scored 22% below grade level in ELA. Writer's Workshop Portfolios indicate that there is insufficient amount of non-fiction writing pieces in portfolios. The ESEA Profile indicates that our school has not met their performance goal in ELA	Planbooks indicate that not all teachers are able to maintain Writer's Workshop for a minimum of 3 times a week. Also, teachers need to be trained on administering the IRLA assessments and Daily Five. During common planning time, teacher's expressed concern about integrating all our ELA initiatives. For example, initiatives such as Guided Reading, PARCC test prep and Writer's Workshop are done in isolation. Writer's Workshop needs to be aligned with the Pearson Reading series.
Describe the root causes of the problem	Writer's Workshop is being used in isolation and not aligned with reading series. Fifth grade teachers are using a 2008 reading series that is not	Since the workshops were held during school hours and there were a lack of substitutes for coverage. Writer's Workshop continued in the classroom, but there was

	aligned to the common core. Budgetary restrictions do not allow for the purchase of a more current series. Our Reading Specialist is trained in Wilson Reading, but she has limited time available to address all the needs of the students. . Our Special Education scores have had a negative effect on our total ELA scores. Special Education population took the NJASK and district assessments on their chronological grade level. That is not necessarily their ability level. The fact that these students are identified as having specific learning disabilities makes testing on their chronological grade level extremely difficult. Their learning disabilities have prevented them from grasping the information at their age level. The expectations of the NJASK assessments are not parallel to the student's individual plan (IEP).	little opportunity for professional development opportunities for novice teachers. In addition to writing, there was a need to improve in reading comprehension. The William Paterson Professor in Residence will work with us this school year in addressing reading comprehension. . Our Reading Specialist and Basic Skills teachers are trained in Wilson Reading, but they have limited time available to address the needs of the all students considered at risk.
Subgroups or populations addressed	All Students	All teachers
Related content area missed	Reading and Writing	Reading and Writing
Name of scientifically research based intervention to address priority problems	Writer's Workshop – Writer's Workshop Professional Development for new teachers will continue for grades 1-5.. The capacity to address the reading needs of student needs to be increased Guided Reading Students Guided Reading levels will be determined by SF Baseline Assessments and the Columbia Teacher's College IRLAs. The Daily Five will be implemented to allow time for teachers to work with students in small-groups to better individualized instruction.	Continue and expand Professional Development in Writer's Workshop and Wilson Reading. Partner with William Paterson University to provide job-embedded and ongoing professional development in ELA. A "Professor in Residence" will provide the staff in making all the school's various initiatives work as one solid and consistent plan. PIR will work with teachers as a mentor. PIR will model and confer both in the classroom and during common planning time.

	Extended Day Literacy Program will be offered to at-risk students in grades 1-5. The online leveled library (Raz Kids) will be purchased to assist with independent reading practice and building stamina and fluency. Grade 5 curriculum alignment has been redesigned to align the Scott Foresman Reading Street series with the Common Core. Kindergarten teachers have been trained in Fundations and will begin implementing in their classrooms	
	CCCS will be incorporated into the plan	CCCS will be incorporated into the plan

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Mathematics, Staff Professional Development	
Describe the priority problem using at least two data sources	After analysis of the EOY Math Assessments, it was determined that Math skills needed to be addressed. Our 3rd and 5th grade scores were below the just proficient in most areas. 42% of third grade students were partially proficient. 57% of fifth grade students were partially proficient. Mathematics, Staff Professional Development	
Describe the root causes of the problem	Our current Math series is not aligned with the new Common Core Standards. The district's K-5 Math Trimester Tests were revised to mirror the NJDOE Model Curriculum. Teachers are in a transition period of bridging the gap between NJCCS and CCSS. This change added additional rigor to the test. The ESEA Profile indicates that our school has not met their performance goal in Math. In the process of purchasing an Common Core aligned math series for grades 1-2.	
Subgroups or populations addressed	Due to the additional rigor of the CCSS, teachers are in the process of realigning their lessons and finding materials to provide activities that will ensure true understanding of the concepts and skills being taught. Our Mathematics series is not aligned to the new Common Core Standards. Due to lack of	

	funding, the district is unable to purchase a new series at this time	
Related content area missed	Mathematics	
Name of scientifically research based intervention to address priority problems	http://www.state.nj.us/education/modelcurriculum/ in Math, which contains targeted student learning objectives (SLOs) that elucidate what students need to know. Follow the district revised curriculum math alignment, which contains math practices, and pacing guide to help clarify the level of rigor expected from the standards and provide a great set of assessment tools. Review expectation for the PARCC by visiting www.parcconline.org, utilize www.illustrativemathematics.org (hosted by the Common Core Math authors and others) with assessments and solutions and www.nctm.org (National Council of Teachers of Mathematics), which provides math resources and professional development opportunities. Also, continue scheduled in-district PD driven by grade level needs. Professional Development for PARCC Math will be offered to a representative in grades 3-5 and Special Education, and turn keyed to the rest of their grade level partners.	
How does the intervention align with the Common Core State Standards?	All strategies and programs are aligned with the revised district Math curriculum based on the CCSS. The purpose of the model curriculum and other math sites are to assist districts and schools with clarification and implementation of the Common Core State Standards.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Writer's Workshop Wilson /Fundations Reading William Paterson Professor in Residence PARCC after-school tutoring Family Literacy (K-1) Daily Five Professor in Residence	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.fundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		IRLA assessments			
Math	Students with Disabilities	PARCC after-school tutoring	Teachers	PARCC Scores Trimester tests EOY assessments	Structuring Out of School Time to Improve Academic Achievement: Http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost Designing and Teaching Learning Goals and Objectives-Classroom Strategies that Work Robert J. Marzano Copyright 2009
ELA	Homeless	Writer's Workshop Wilson /Fundations Reading William Paterson Professor in Residence PARCC after-school tutoring	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.fundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		Family Literacy (K-1) Daily Five Professor in Residence IRLA assessments			Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472
Math	Homeless	PARCC after-school tutoring	Teachers	PARCC Scores Trimester tests EOY assessments	Structuring Out of School Time to Improve Academic Achievement: Http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost Designing and Teaching Learning Goals and Objectives-Classroom Strategies that Work Robert J. Marzano Copyright 2009
ELA	ELL	Writer's Workshop Wilson /Fundations Reading	Curriculum Coordinator	Student Writer's Workshop folders PARCC	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		William Paterson Professor in Residence PARCC after-school tutoring Family Literacy (K-1) Daily Five Professor in Residence IRLA assessments		Scores Observations	Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.fundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472
Math	ELL	PARCC after-school tutoring	Teachers	PARCC Scores Trimester tests	Structuring Out of School Time to Improve Academic Achievement: Http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost Designing and Teaching Learning Goals and Objectives-Classroom Strategies that Work Robert J. Marzano Copyright 2009

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				EOY assessments	
ELA	Economically Disadvantaged	Writer's Workshop Wilson /Fundations Reading William Paterson Professor in Residence PARCC after-school tutoring Family Literacy (K-1) Daily Five Professor in Residence IRLA	Curriculum Coordinator	Student Writer's Workshop folders PARCC Scores Observations	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi Intervention: Wilson Reading System - http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ www.wilsonlanguage.com/w_about.htm http://www.fundations.com/ The Wilson program for research based reading instruction provides teachers and specialists with techniques to improve instruction for "at-risk" students. http://ies.ed.gov/ncee/wwc/reports/beginning_reading/wrs/ Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		assessments			
Math	Economically Disadvantaged	PARCC after-school tutoring	Teachers	PARCC Scores Trimester tests EOY assessments	Structuring Out of School Time to Improve Academic Achievement: Http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost Designing and Teaching Learning Goals and Objectives-Classroom Strategies that Work Robert J. Marzano Copyright 2009

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Year Program	Director of Special Services	Post assessments IEP requirements	www.ascd.org/profressional_development/institutes/PD11PC020.aspx
Math	Students with	Extended	Director of	Post	www.ascd.org/profressional_development/institutes/PD11PC020.aspx

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
	Disabilities	School Year Program	Special Services	assessments IEP requirements	
ELA	Homeless	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf
Math	Homeless	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf
ELA	ELL	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf
Math	ELL	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf
Math	Economically Disadvantaged	After school PARCC tutoring	Curriculum Supervisor Teachers	EOY assessment	The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD: http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf

We will continue to include Wilson as iEP related services in small group and in Basic Skills. *Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2015-2016 Professional Development to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Writer's Workshop Wilson Reading/Fundations Technology Daily Five Professor in Residence	Reading Teacher Curriculum Supervisor Technology Supervisor	Implementation of Writer's Workshop Workshop Evaluation Forms Progress from pre/post test PARCC results EOY benchmark tests	<u>Writing Workshop: The Essential Guide</u> By Ralph Fletcher and JoAnn Portalupi <u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi http://www.wilsonlanguage.com The Effect of Technology on a Student's Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012
Math	Students with Disabilities	Study Island Technology	Math Teacher Curriculum Supervisor Technology Supervisor	Evaluation Forms Progress from pre/post test PARCC results EOY trimester tests Study Island results	<u>Craft Lessons</u> By Ralph Fletcher and JoAnn Portalupi The Effect of Technology on a Student's Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Writer's Workshop Wilson Reading/Fundations Technology Daily Five Professor in Residence	Reading Teacher Curriculum Supervisor Technology Supervisor	Implementation of Writer's Workshop Workshop Evaluation Forms Progress from pre/post test PARCC results EOY benchmark tests	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi http://www.wilsonlanguage.com The Effect of Technology on a Student's Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012 Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472
Math	Homeless	Study Island Technology	Math Teacher Curriculum Supervisor	Evaluation Forms Progress from pre/post test PARCC results	Craft Lessons By Ralph Fletcher and JoAnn Portalupi The Effect of Technology on a Student's Motivation and Knowledge Retention:

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			Technology Supervisor	EOY trimester tests Study Island results	http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012
ELA	ELL	Writer's Workshop Wilson Reading/Fundations Technology Daily Five Professor in Residence	Reading Teacher Curriculum Supervisor Technology Supervisor	Implementation of Writer's Workshop Workshop Evaluation Forms Progress from pre/post test PARCC results EOY benchmark tests	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi http://www.wilsonlanguage.com The Effect of Technology on a Student' s Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012 Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472

SCHOOLWIDE COMPONENT: Reform Strategies

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Math	ELL	Study Island Technology	Math Teacher Curriculum Supervisor Technology Supervisor	Evaluation Forms Progress from pre/post test PARCC results EOY trimester tests Study Island results	The Effect of Technology on a Student' s Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012
ELA	Economically Disadvantaged	Writer's Workshop Wilson Reading/Fundations Technology Daily Five Professor in Residence	Reading Teacher Curriculum Supervisor Technology Supervisor	Implementation of Writer's Workshop Workshop Evaluation Forms Progress from pre/post test PARCC results EOY benchmark tests	Writing Workshop: The Essential Guide By Ralph Fletcher and JoAnn Portalupi Craft Lessons By Ralph Fletcher and JoAnn Portalupi http://www.wilsonlanguage.com The Effect of Technology on a Student' s Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012 Daily Five https://www.thedailycafe.com/articles/Leadership-Support-Showing-the-Research-

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					Part-1-of-3 IRLAs /Running Records http://eric.ed.gov/?id=EJ698472
Math	Economically Disadvantaged	Study Island Technology	Math Teacher Curriculum Supervisor Technology Supervisor	Evaluation Forms Progress from pre/post test PARCC results EOY trimester tests Study Island results	The Effect of Technology on a Student' s Motivation and Knowledge Retention: http://digitalcommons.uconn.edu/cgi/viewcontent.cgi?article=1016&context=nera_2012

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic

SCHOOLWIDE COMPONENT: Reform Strategies

achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? **Principal, Data Team, and Curriculum Supervisor. The review is conducted internally.**

2. What barriers or challenges does the school anticipate during the implementation process?

   PARCC assessment results being presented to teachers in a timely fashion, funding for programs, and available time to collaborate.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   Teachers were involved in analyzing data via Performance Matters and discussed specific areas where improvement was needed.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   Tools used to measure the staff's perception will be surveys, mini-teacher observations, post-conferences and evaluations, Common Planning and Data Team meetings. Each initiative being implemented during the next school year has been identified based on staff input. Teachers unsure or unclear of various programs taking place will be addressed during at meetings for clarification and understanding on how each program will work and the aspect of what they will implement.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Tools used to measure the community's perception will be surveys, district Home and School meetings and parent feedback. In previous years, the community has been supportive of various initiatives, as evidenced during discussions at parent/teacher conferences.

6. How will the school structure interventions?

Each intervention will be structured in various ways. Writer's Workshop will occur from September 2015-June 2016, with classroom support from the Reading Specialist. Reviewing of ELA and Math PARCC and Baseline data will occur in September (SGO development) during meetings, reviewed periodically (Mid-year) for student progress, and assessed at the EOY to determine if student growth objectives were obtained. Examining students' writing will begin in the Fall during Data meetings and also in the Spring to determine grade level growth. The Wilson Reading System program will evolve in the Fall by select teachers and the Reading Specialist reviewing student baseline data in order to create a schedule with small group instruction at least three times a week for struggling readers. Daily 5 will be implemented by grades K and 1 in September. Grade 2 will start being trained in Daily 5 in October. The Professor In Residence (PIR) will assist with measuring student fluency and comprehension in Gr. 1 – 5 in September/October and will then meet with select teachers to discuss interventions for struggling readers and provide PD during school/district in-service days. In addition, they will train teachers on administering the IRLAs in grades K-5. The Family Literacy program will be offered once a week, over an eight week period to parents/students in the Fall/Winter and was based on a first come system because program size was limited.

7. How frequently will students receive instructional interventions?

Frequency of instructional interventions will be based on individual programs.   The Writer's Workshop process will occur a minimum of two times per week, approximately 60 minutes each day, throughout the school year with the students in grades 1-5. Each reading unit will encompass guided reading and will measure reading fluency/comprehension that will be monitored through IRLA assessments. The Wilson Reading System program intervention will be at least three times a week, approximately 90 minutes each day, in small groups for struggling readers. Tutorials will occur weekly throughout the school year for 30 minutes and the PARCC After School Extended Day program will take place once a week for an hour in ELA and Math over two 4 week cycles. The PIR will bi-annually assist with assessing student fluency/comprehension progress (Gr. 1-5) and annually assess reading levels for grades K-5. The Family Literacy program will be offered once a week for two hours, over a seven week period, to parents/students in the Winter/Spring.

8. What resources/ technologies will the school use to support the schoolwide program?

- o **SMARTBoards**
- o **Laptop Computer Carts**
- o **iPads/Chrome books**
- o **Classroom computers**
- o **Computer Lab**
- o **Real Time (student information system)**
- o **Performance Matters (data management system)**
- o **Study Island, Discovery Ed., Gizmos (on-line programs)**
- o **Reading Series online supported programs**
- o **Model Curriculum online assessment**
- o **PARCC online assessment generator**
- o **Online resources**
- o **IRLAs**
- o **Fundation Materials**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The data that will be used to measure the effectiveness of each intervention will vary. Unit benchmark assessments, ELA/SS performance tasks results, Report Cards/Interim Reports, Baseline/EOY & ACCESS, PARCC assessments results, Columbia Teacher's College IRLA assessment/Mondo benchmark assessment and reading level progress (Fountas and Pinnell) results, WIAT assessment results, APEEC scoring data, teacher mini-observation/evaluation results, SGO results, Scott Foresman Baseline/EOY assessment results, progress from pre to post assessments demonstrated on online academic program-Study Island are the various data that will be collected and analyzed for the effectiveness of each intervention provided.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: Reform Strategies

The school will disseminate the results of the schoolwide program evaluation to all stakeholders (i.e. principal, facilitator, supervisors, teachers, specialist, etc.) through Data Team. The principal and supervisors will further meet to discuss information gathered on teacher mini-observations/evaluations. Results will be communicated externally through district leadership team meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	Student with Disabilities	Family Literacy Parent/Teacher Conferences Back to School NIght	District administrators Principal Teachers	Attendance Records Parent Surveys Evaluations District/ State Assessments	"Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
Math	Students with Disabilities	Parent/Teacher Conferences Back to School Night	Teachers Principals	Attendance sheets, parent feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
ELA	Homeless	Family Literacy Parent/Teacher Conferences Back to School Night PEAK (G & T)	District administrators Principal Teachers G&T Teacher	Attendance Records Parent Surveys Evaluations District/ State Assessments	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
Math	Homeless	Parent/Teacher Conferences Back to School Night PEAK (G & T)	Teachers Principals G&T Teacher	Attendance sheets, parent feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
ELA	ELL	Family Literacy Parent/Teacher Conferences Back to School Night PEAK (G & T) ESL/Bi-Lingual/BSIP meetings for parents	District administrators Principal Teachers G&T Teacher	Attendance Records Parent Surveys Evaluations District/ State Assessments	Although reports have their value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
Math	ELL	Parent/Teacher Conferences Back to School Night PEAK (G & T) ESL/Bi-Lingual/BSIP meetings for parents	Teachers Principals G&T Teacher	Attendance sheets, parent feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.
ELA	Economically Disadvantaged	Family Literacy	District	Attendance Records	Although reports have their

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Parent/Teacher Conferences Back to School Night PEAK (G & T)	administrators Principal Teachers G&T Teacher	Parent Surveys Evaluations District/ State Assessments	value, a project fair open to the community is a unique opportunity to experience full authentic PLB student work that allows children to serve in the role of the teacher through questions asked by the public. http://discoveryeducation.com
Math	Economically Disadvantaged	Parent/Teacher Conferences Back to School Night PEAK (G & T)	Teachers Principals G&T Teacher	Attendance sheets, parent feedback	Strong Families, Strong Schools", a report released by US Secretary of Education Richard Riley, points to 30 years of research indicating that family involvement is a critical link to higher grades and test scores, positive attitudes and behavior, more successful academic programs, and more effective schools. Because of their ongoing relationship with students, schools play a key role in encouraging and supporting efforts by families to take a more active role in their children's education.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   BSIP, Bi-Lingual and ESL hold meetings for parents to inform them of the work their children are completing throughout the school year
   Parent conferences are held annually for all parents to assist teachers in addressing academic achievement
   Conferences with parents to address specific needs are ongoing
   Family Literacy, including parents and students, running for 6 weeks

2. How will the school engage parents in the development of the written parent involvement policy?

   The Garfield School District has a written Parent Involvement Policy. The Board of Education annually approves the policy.

3. How will the school distribute its written parent involvement policy?

   The policy is distributed to parents in an understandable and uniform format and in a language the parents can understand. It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

4. How will the school engage parents in the development of the school-parent compact?

   It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year.

5. How will the school ensure that parents receive and review the school-parent compact?

It is made available to the local community via the Parent Portal at http://www.gboe.org/parent_portal.htm. The Policy along with the School-Parent Compact and Right to Know are distributed at the beginning of each school year and parents must sign to acknowledge they've received it.

6. How will the school report its student achievement data to families and the community?

**Disaggregated PARCC assessment results are disseminated and published in the local newspaper each spring, and individual results are mailed home to parents. School test data is discussed at Board of Education meetings that are open to the public.
A copy of the School Report Card, published by the state of New Jersey and is available on the NJDOE web site.**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The district creates and mails a state modeled informational letter concerning the status of the school's performance as it pertains to Annual Measurable Achievement Objectives.

8. How will the school inform families and the community of the school's disaggregated assessment results?

As soon as assessment results are received in the school, parents are mailed a copy of the results along with an explanation and school cover letter.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parents are welcome to participate in discussions, ask questions, and make suggestions during our Home and School meetings.

10. How will the school inform families about the academic achievement of their child/children?

District and state test results are mailed home to parents.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

Family Literacy Nights
Home & School Meetings
Adult ESL Evening Program
Communication (Letters, Memos, Reverse 911 Messaging System, District & School Websites)

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	34	**Retention of teachers is not presently a priority problem in our school. Most of our staff members remain with us and our teacher mobility rate is low**
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	3	**Retention of teachers is not presently a priority problem in our school. Most of our staff members remain with us and our teacher mobility rate is low**
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
- Only teachers who meet the federal guidelines for HQT are considered for employment in the city of Garfield. - Ads are placed in local newspapers for specific employment opportunities - Employment needs are posted in all school buildings. - New teachers are supported through mentoring programs, teacher orientation, professional development opportunities, weekly grade level meetings, and all contractual benefits offered in the district. - The district offers course reimbursement to its certified teachers to encourage continuing education. - We offer professional development for our teaching staff to support continuing education.	**Principal** **CSA**